

Committee/Team: Disaggregation of Reading First Data/Winter Monitoring Date:             
 School: Pleasant Ridge Elementary Grade Level: Grade 1 Teacher(s):             
 Data Source(s): DIBELS PSF (Phoneme Segmentation Fluency), NWF (Nonsense Word Fluency), ORF (Oral Reading Fluency, RTF (Retell Fluency), and WUF (Word Use Fluency)

# KWL

## Know

(What we see as the most significant data)

## Want to Know

(Questions, issues, concerns based on the data)

## Learned

(Our conclusions or what we need to do to get answers.)

### DIBELS: PSF

My class:

\_\_\_% (\_\_\_/\_\_\_) students *at risk*  
 \_\_\_% (\_\_\_/\_\_\_) students *at some risk*  
 \_\_\_% (\_\_\_/\_\_\_) students *low risk*

Grade Level:

\_\_\_% (\_\_\_/\_\_\_) students *at risk*  
 \_\_\_% (\_\_\_/\_\_\_) students *at some risk*  
 \_\_\_% (\_\_\_/\_\_\_) students *low risk*

### DIBELS: NWF

My class:

\_\_\_% (\_\_\_/\_\_\_) students *at risk*  
 \_\_\_% (\_\_\_/\_\_\_) students *at some risk*  
 \_\_\_% (\_\_\_/\_\_\_) students *low risk*

Grade Level:

\_\_\_% (\_\_\_/\_\_\_) students *at risk*  
 \_\_\_% (\_\_\_/\_\_\_) students *at some risk*  
 \_\_\_% (\_\_\_/\_\_\_) students *low risk*

### DIBELS: ORF

My class:

\_\_\_% (\_\_\_/\_\_\_) students *at risk*  
 \_\_\_% (\_\_\_/\_\_\_) students *at some risk*  
 \_\_\_% (\_\_\_/\_\_\_) students *low risk*

Grade Level:

\_\_\_% (\_\_\_/\_\_\_) students *at risk*  
 \_\_\_% (\_\_\_/\_\_\_) students *at some risk*  
 \_\_\_% (\_\_\_/\_\_\_) students *low risk*

### DIBELS: RTF

My class:

\_\_\_% (\_\_\_/\_\_\_) students *at risk*  
 \_\_\_% (\_\_\_/\_\_\_) students *at some risk*  
 \_\_\_% (\_\_\_/\_\_\_) students *low risk*

Grade Level:

\_\_\_% (\_\_\_/\_\_\_) students *at risk*  
 \_\_\_% (\_\_\_/\_\_\_) students *at some risk*  
 \_\_\_% (\_\_\_/\_\_\_) students *low risk*

1. Were all students assessed? If not, what should be done to assure all students will be assessed?

2. Have the benchmark goals been met?  
 65.7% of students will score

*at or above:*

PSF 35  
 NWF 50  
 ORF 20  
 RTF 50% of ORF  
 WUF 25

Who are these students in my class?

1.

2. PSF: ( %)

NWF: ( %)

ORF: ( %)

RTF: ( %)

WUF: ( %)

3. Have we shown progress since the last assessment? In which areas? Any areas not showing progress?

4. How did our subgroups do (at grade level)?

- Ethnicity
- Special needs
- Poverty

B = Black  
 W = White,  
 M = Multiracial  
 H = Hispanic  
 S = Special Needs  
 P = Poverty

3.

### 4. Benchmark group (Grade Level analysis)

	PSF	NWF	ORF	RTF	WUF	Text
B						
W						
M						
H						
S						
P						

**DIBELS: WUF***My class:*

\_\_\_% (\_\_\_/\_\_\_) students *at risk*  
\_\_\_% (\_\_\_/\_\_\_) students *at some risk*  
\_\_\_% (\_\_\_/\_\_\_) students *low risk*

*Grade Level:*

\_\_\_% (\_\_\_/\_\_\_) students *at risk*  
\_\_\_% (\_\_\_/\_\_\_) students *at some risk*  
\_\_\_% (\_\_\_/\_\_\_) students *low risk*

5. Which student scores in my class are close? (Some risk):

PSF 10-34  
NWF 30-49  
ORF 8-19  
RTF 25-49% of ORF  
WUF 15-24

5. PSF:

NWF:

ORF:

RTF:

WUF:

6. Who are the At-Risk students in my class that will need intensive intervention?

PSF: 0-9  
NWF: 0-29  
ORF: 0-7  
RTF: 0-24% of ORF  
WUF: 0-14

6. PSF:

NWF:

ORF:

RTF:

WUF:

7. What were the key errors made by students below mastery?

How many students made these errors? (number & percent)

7. *M class:*

*Grade Level:*

8. What specific instructional strategies are working well that we should continue or what other strategies would you recommend to target these key errors? Do we need any professional development or planning related to these strategies?

8.

9. Was there anything about the assessment tool or conditions that decreased reliability or validity?

9.

**Date:**

***Math ( time goes here )***

**POD:**

**Goal:**

**Vocabulary:**

**Strategy:**

**Standards:**

**Manipulatives needed:**

**Engagement:** thumbs up/thumbs down, elbow partner, whiteboards, whisper to neighbor, yes/no cards or tongue blades, ABC answer cards, think/pair/share, hold up fingers, clap vocab words, names on popsicle sticks, rider the roller coaster, bubble burst, proximity, word cards, other: \_\_\_\_\_

**Spiral review topic:**

--Strategy:

**Small group review topic:**

--students:

--Strategy:

***Reading***

***Whole group ( )***

**Goal:**

**Strategy:**

**Standards:**

**Engagement:** thumbs up/thumbs down, elbow partner, whiteboards, whisper to neighbor, yes/no cards or tongue blades, ABC answer cards, think/pair/share, hold up fingers, clap vocab words, names on popsicle sticks, rider the roller coaster, bubble burst, proximity, word cards, other: \_\_\_\_\_

**Date:**

***Small Group*** (                      )

**Meeting with:**

**Goal:**

**Strategy:**

**Standards:**

**Engagement:** thumbs up/thumbs down, elbow partner, whiteboards, whisper to neighbor, yes/no cards or tongue blades, ABC answer cards, think/pair/share, hold up fingers, clap vocab words, names on popsicle sticks, rider the roller coaster, bubble burst, proximity, word cards, other: \_\_\_\_\_

***Small Group*** (                      )

**Meeting with:**

**Goal:**

**Strategy:**

**Standards:**

**Engagement:** thumbs up/thumbs down, elbow partner, whiteboards, whisper to neighbor, yes/no cards or tongue blades, ABC answer cards, think/pair/share, hold up fingers, clap vocab words, names on popsicle sticks, rider the roller coaster, bubble burst, proximity, word cards, other: \_\_\_\_\_

***Vocab/Small Group*** (                      )

**Meeting with:**

**Goal:**

**Strategy:**

**Standards:**

**Engagement:** thumbs up/thumbs down, elbow partner, whiteboards, whisper to neighbor, yes/no cards or tongue blades, ABC answer cards, think/pair/share, hold up fingers, clap vocab words, names on popsicle sticks, rider the roller coaster, bubble burst, proximity, word cards, other: \_\_\_\_\_

**Date:**

**Intervention ( )**

**Meeting with:**

**Goal:**

**Strategy:**

### Standards:

**Engagement:** thumbs up/thumbs down, elbow partner, whiteboards, whisper to neighbor, yes/no cards or tongue blades, ABC answer cards, think/pair/share, hold up fingers, clap vocab words, names on popsicle sticks, rider the roller coaster, bubble burst, proximity, word cards, other: \_\_\_\_\_

**Writing ( )**

**Mini-lesson goal:**

**Strategy:**

### Standards:

**Engagement: thumbs up/thumbs down, elbow partner, whiteboards, whisper to neighbor, yes/no cards or tongue blades, ABC answer cards, think/pair/share, hold up fingers, clap vocab words, names on popsicle sticks, rider the roller coaster, bubble burst, proximity, word cards, other:**

### Conferencing with:

**Science/Social Studies ( )**

### Goal:

### Strategy:

### Standards:

**Engagement: thumbs up/thumbs down, elbow partner, whiteboards, whisper to neighbor, yes/no cards or tongue blades, ABC answer cards, think/pair/share, hold up fingers, clap vocab words, names on popsicle sticks, rider the roller coaster, bubble burst, proximity, word cards, other:**

## Intervention Lesson Plan and Attendance Sheet

Classroom Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Intervention Time: \_\_\_\_\_ Intervention Teacher: \_\_\_\_\_

[illegible]

# Common Acronyms

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## Common Special Education Acronyms

ACR	Annual Case Review
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Disorder with Hyperactivity
APE	Adaptive Physical Education
AT	Assistive Technology
BIP	Behavioral Intervention Plan
CCC	Case Conference Committee
CA	Chronological Age
CBI	Community Based Instruction
CD	Communication Disordered
COTA	Certified Occupational Therapy Assistant
CP	Cerebral Palsy
CPI	Crisis Prevention Intervention
CSPD	Comprehensive System of Personnel Development
DD	Developmentally Disabled
ED/ <i>EH</i>	Emotional Disability
FAPE	Free Appropriate Public Education
FBA	Functional Behavioral Assessment
GEI	General Education Intervention
GQE	Graduation Qualifying Exam
HI	Hearing Impaired
IHO	Independent Hearing Officer
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan

<b>ISB</b>	<b>Indiana School for the Blind</b>
<b>ISD</b>	<b>Indiana School for the Deaf</b>
<b>ITP</b>	<b>Individual Transition Plan</b>
<b>KAATT</b>	<b>Kokomo Area Assistive Technology Team</b>
<b>LD</b>	<b>Learning Disabled</b>
<b>LRE</b>	<b>Least Restrictive Environment</b>
<b>MD</b>	<b>Multiple Disabilities</b>
<b>MiMD</b>	<b>Mildly Mentally Disabled</b>
<b>MoMD</b>	<b>Moderately Mentally Disabled</b>
<b>O&amp;M</b>	<b>Orientation and Mobility</b>
<b>ODD</b>	<b>Oppositional Defiant Disorder</b>
<b>OHI</b>	<b>Other Health Impairment</b>
<b>OI</b>	<b>Orthopedic Impairment</b>
<b>OT</b>	<b>Occupational Therapy</b>
<b>PDD</b>	<b>Pervasive Developmental Disorder</b>
<b>PT</b>	<b>Physical Therapy</b>
<b>PTA</b>	<b>Physical Therapy Assistant</b>
<b>SLP</b>	<b>Speech and Language Pathologist</b>
<b>SE</b>	<b>Special Education</b>
<b>SMD</b>	<b>Severely Mentally Disabled</b>
<b>TBI</b>	<b>Traumatic Brain Injury</b>
<b>VI</b>	<b>Visually Impaired</b>
<b>VR</b>	<b>Vocational Rehabilitation</b>





